

TEACHING

LEARNING

MICHIGAN STANDARDS

FOR ENSURING EXCELLENT EDUCATORS

Office of Professional Preparation Services



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STATE BOARD OF EDUCATION STRATEGIC GOAL FOR 2003-2004

Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students.

Michigan Department of Education

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MICHIGAN STATE BOARD OF EDUCATION STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

THOMAS D. WATKINS, JR.
SUPERINTENDENT OF
PUBLIC INSTRUCTION

February 1, 2005

Dear Michigan Educator:

The Michigan State Board of Education and Department of Education present to you this set of Standards for Educator Excellence. As a collection they represent expectations for quality preparation of educators in various phases and roles of their professional career.

The State Board of Education is committed to the goal of ensuring that all schools have highly skilled education professionals to provide the greatest opportunity for achievement of all students in Michigan. These commitments are detailed in the five task force reports prepared in 2002.

Ensuring Early Childhood Literacy
Ensuring Excellent Educators
Elevating Educational Leadership
Integrating Communities and Schools
Embracing the Information Age

In addition to the commitments made in the five task force reports, the State Board has focused efforts on its 2003-2004 strategic goal "to attain substantial and meaningful improvement in the academic achievement of all students/children with primary emphasis on high priority schools and students." That goal is only achievable through highly skilled and knowledgeable educators. These standards define what that means.

Michigan standards are not the creation of a few staff at Michigan Department of Education or a product developed solely by the State Board of Education. The standards contained in this document represent the best thinking of thousands of Michigan educators who have worked long hours to define the highest skills and knowledge educators must have in order to ensure high achievement for Michigan students. It is our hope that these standards are helpful in inspiring professional growth throughout your career.

Sincerely,

Jeremy M. Hughes, Ph.D.
Acting Superintendent

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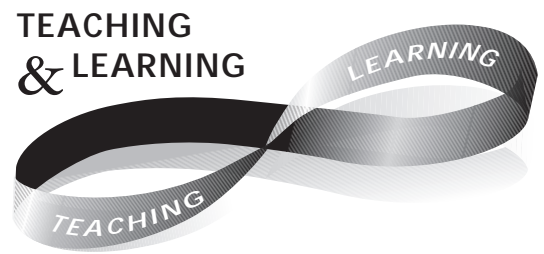


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Acknowledgments

How Standards Are Developed

Each set of standards is developed under a consistent process that leads to a presentation and recommendation to the State Board of Education (SBE). Utilizing the work of educators serving on the SBE advisory committee, Professional Standards Commission for Teachers (PSCT); a proposal and referent committee process is used to develop education initiatives. Proposals may be made by organizations, institutions or individuals to make recommendations concerning: standards of professional practice, teacher preparation programs, teacher licensure/certification including endorsements, professional development and continuing education for teachers.

The proposal provides the title of the proposal, names of sponsors, and designated contact person along with a list of the organizations/agencies/institutions which formally support or endorse the proposal. Letters of support should be attached to the proposal which provides a one page abstract that summarizes the key points of the proposal, a statement of the issue or problem being addressed, a description of the new idea or change proposed, including background information on the present status within the state and nation. Related research and supporting information is also provided with a description of the impact of the proposed initiative/change on those who will be potentially affected, including teachers, students, school districts, and post-secondary institutions. The proposal addresses the anticipated time lines for implementation, cost and utilization of other resources. A plan for evaluating the effectiveness of the proposed change must also be provided.

Representatives from the organizations and professional associations that are affected by the proposal make up the referent committee that develops the proposal into a viable educational initiative. Then the initiative and descriptive narrative is sent out electronically and through U.S. postal services for a full state-wide review which provides the opportunity to receive additional input from individuals that may be affected by the initiative. This information is reported to the development committee and the initiative is considered in light of this additional field response. The formal request for the recommendation is taken to the PSCT members. If all of the questions and concerns are addressed and a persuasive presentation made assuring that the initiative will have positive impact on teaching and learning across the state the PSCT members make an approval recommendation to the State Board of Education at a regularly scheduled meeting.

For additional information about membership of the referent group for each set of standards, contact Office of Professional Preparation Services, 517-335-1151.

Representatives from the organizations and professional associations that are affected by the proposal make up the referent committee that develops the proposal into a viable educational initiative.



Michigan Professional Educator's Code of Ethics

It is stated in the Revised School Code Act 451 of 1976 that a teaching certificate is valid only if the following oath or affirmation: is signed, notarized and a copy filed with the superintendent of schools of the school district in which the teacher expects to teach.

"I do solemnly swear (or affirm) that I will support the constitution of the United States of America and the constitution of the state of Michigan and that I will faithfully discharge the duties of the office of teacher according to the best of my ability".

This oath has stood alone as the only descriptor of the teacher's responsibility to the citizens of Michigan. The office of teacher has many assumptions attached to it and in the most recent federal legislation, No Child Left Behind, additional articulation of being highly qualified is now stated for teachers, yet the members of the Professional Standards Commission for Teachers (PSCT) felt there was a void in relationship to stated expectations for the office of teacher.

Therefore, after searching for a set of statements that are descriptive of the ethics that the office of teacher embraces, and finding this void the members of the PSCT propose the use of the Code of Ethics for Michigan Educators.

PSCT members began this work with the belief that society has charged public education with trust and responsibility that requires of professional educators the highest ideals and quality service. The development and review process of the Code of Ethics for Michigan Educators began in 2002. The statements in the Code of Ethics are aligned with elements from Michigan's Democratic Core Values.

After researching the use of a code of ethics in other similar professions a draft of the Code of Ethics for Michigan Educators was distributed to educational organizations, schools, and other interested parties for informal feedback. The Code of Ethics was also presented at information sessions conducted at eight regional sites across the state in the spring of 2003. An electronic version of the Michigan Professional Educator's Code of Ethics is available on the Michigan Department of Education's web site at the Office of Professional Preparation Services Professional Development web page. The PSCT members encouraged responses from the Michigan Education Association and Michigan Federation of Teachers and Support Personnel members. Revisions were completed based on the feedback received. The results from this review were overwhelmingly positive. The Professional Standards Commission for Teachers approved the Michigan Professional Educator's Code of Ethics at the November 6, 2003 meeting. The State Board of Education members approved the Michigan Professional Educator's Code of Ethics at the December 2003 Board of Education meeting.

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*The Code of Ethics
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The Code of Ethics may be used to promote excellence in Michigan teachers using the suggestions that follow. The code:

1. highlights for all adults involved in PreK-16 educational arenas an agreed upon set of ethical principles to guide decisions.
2. provides a consistent framework for thinking about the societal benefits of quality teachers.
3. raises professional educators' awareness of the responsibility they carry when accepting a teaching certificate and/or position which involves touching the lives of students in Michigan's educational systems.
4. makes a professional educator's ethical commitment transparent to the general public.
5. facilitates awareness and discussion for both pre-service and in-service educators on ethical standards.

These ethical standards address the professional educator's commitment to the student and the profession. This Code has a natural connection with the teacher's oath that appears on the back of the Michigan teaching certificates. The Code of Ethics was approved by the State Board of Education as a position statement of the ethical practice of Michigan's professional educators. This Code of Ethics is one example of addressing the State Board of Education's goal of Ensuring Excellent Educators for Michigan's children.



Michigan Professional Educator's Code of Ethics

Preamble: Society has charged public education with trust and responsibility that requires of professional educators the highest ideals and quality service.

The Michigan State Board of Education adopts this Code of Ethics to articulate the ethical standards to which professional educators are expected to adhere in their job performance.

Ethical Standards: The following ethical standards address the professional educator's commitment to the student and the profession.

1 *Service Toward Common Good*

Ethical Principle: The professional educator's primary goal is to support the growth and development of all learners for the purpose of creating and sustaining an informed citizenry in a democratic society.

2 *Mutual Respect*

Ethical principle: Professional educators respect the inherent dignity and worth of each individual.

3 *Equity*

Ethical principle: Professional educators advocate the practice of equity. The professional educator advocates for equal access to educational opportunities for each individual.

4 *Diversity*

Ethical principle: Professional educators promote cross-cultural awareness by honoring and valuing individual differences and supporting the strengths of all individuals to ensure that instruction reflects the realities and diversity of the world.

5 *Truth and Honesty*

Ethical principle: Professional educators uphold personal and professional integrity and behave in a trustworthy manner. They adhere to acceptable social practices, current state law, state and national student assessment guidelines, and exercise sound professional judgment.



Career Lattice of the Educator

Teacher candidates enter into teacher preparation institutions with a desire to teach. During the preparation period candidates are introduced to many new ideas, strategies and resources. Yet, the candidates' learning does not stop when they receive a degree from the preparation institution. The quality teacher has only begun a journey of life long learning. The Michigan Department of Education issues a **provisional** teaching certificate as an indicator that the learning journey continues through the induction period for a new teacher. During the first three years of teaching the beginning teacher is required by law to continue learning. In Michigan Compiled Law,

Section 1526 states: *“For the first 3 years of his or her employment in classroom teaching, a teacher shall be assigned by the school in which he or she teaches to 1 or more master teachers, or college professors or retired master teachers, who shall act as a mentor or mentors to the teacher. During the 3-year period, the teacher shall also receive intensive professional development induction into teaching, based on a professional development plan that is consistent with the requirements of Section 3a of article II of Act No. 4 of the Public Acts of the Extra Session of 1937, being Section 38.83a of the Michigan Compiled Laws, including classroom management and instructional delivery. During the 3-year period, the intensive professional development induction into teaching shall consist of at least 15 days of professional development, the experiencing of effective practices in university-linked professional development schools, and regional seminars conducted by master teachers and other mentors.”*

The law clearly states that the work of the beginning teacher during the first three years is to teach and continue to learn. The career lattice graphics that follow are in two parts. The first lattice represents the responsibility of the beginning teacher during the provisional certification period. Expectations of the beginning teacher during the first three years of teaching are to continue to develop as a teacher as he/she applies the content and pedagogy knowledge gained during the teacher preparation period and to extend the knowledge with additional learning experiences through a planned program of study. The teacher induction experiences, mentor support and advanced course work are critical components to support quality professional learning.

The second career lattice graphic represents the options that are available to the quality educator with the **professional** certificate. Michigan law continues to support learning experiences for quality educators through section 1527 of Michigan Compiled Law.

The law clearly states that the work of the beginning teacher during the first three years is to teach and continue to learn.



Section 1527 states: “The board of each school district, intermediate school district, or public school academy shall provide:

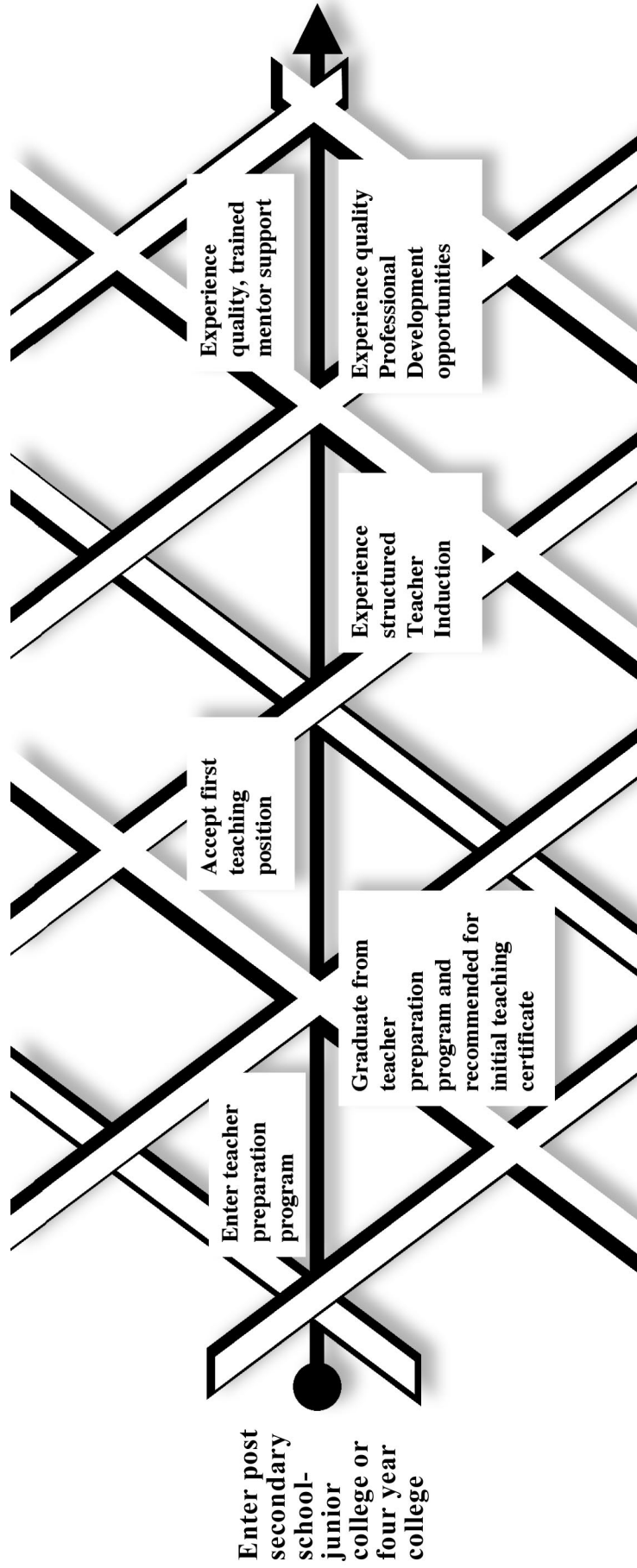
- at least 1 day of teacher professional development in the 1997-98 school year;
- at least 2 days of teacher professional development in the 1998-99 school year;
- at least 3 days of teacher professional development in the 1999-2000 school year;
- at least 4 days of teacher professional development in the 2000-2001 school year;
- at least 5 days of teacher professional development in the 2001-2002 school year, and each school year after the 2001-2002 school year. Professional development days provided under this Section shall not be counted toward the professional development required under Section 1526.”

*Across the career
of the quality
educator learning
is expected.*

Across the career of the quality educator learning is expected. Additional learning will prepare educators for a variety of career assignments. This career lattice graphic depicts the possibilities of career choices within education. The lattice graphic was used to demonstrate that there are multiple directions a quality educator may move to utilize the rich experiences and knowledge individuals bring to the education field. New roles and opportunities open up as the education world evolves to meet the ever changing needs of our society. Perhaps the lattice graphics will prompt beginning and experienced educators to think differently about the career choices available today.

The enclosed Professional Development Reflection Cycle graphic is a visualization of the process of teaching and learning that every educator can use. The cycle identifies a number of points where reflection can occur throughout a single year or across one’s career. The reflection always begins with a data set. The data may be drawn from actual assessment instruments, classroom experiences, or work encounters. The quality professional then makes choices regarding a response to the data. These choices may include the selection of further opportunity for learning through structured course work at a teacher preparation institution, or professional learning through professional educational organizations and vendors, or ongoing study groups with peers. Once new learning occurs the way to evaluate the usefulness of the learning is to apply the new information in a new environment. The reflective cycle continues as the professional educator considers what occurs when the new information is applied. Stopping to use meta-cognitive skills for thinking about one’s own learning and growth as an educator is an excellent way to continue to grow and learn in meaningful ways. Please use and share the Professional Development Reflection Cycle graphic to prompt the growth you desire across your educational career.

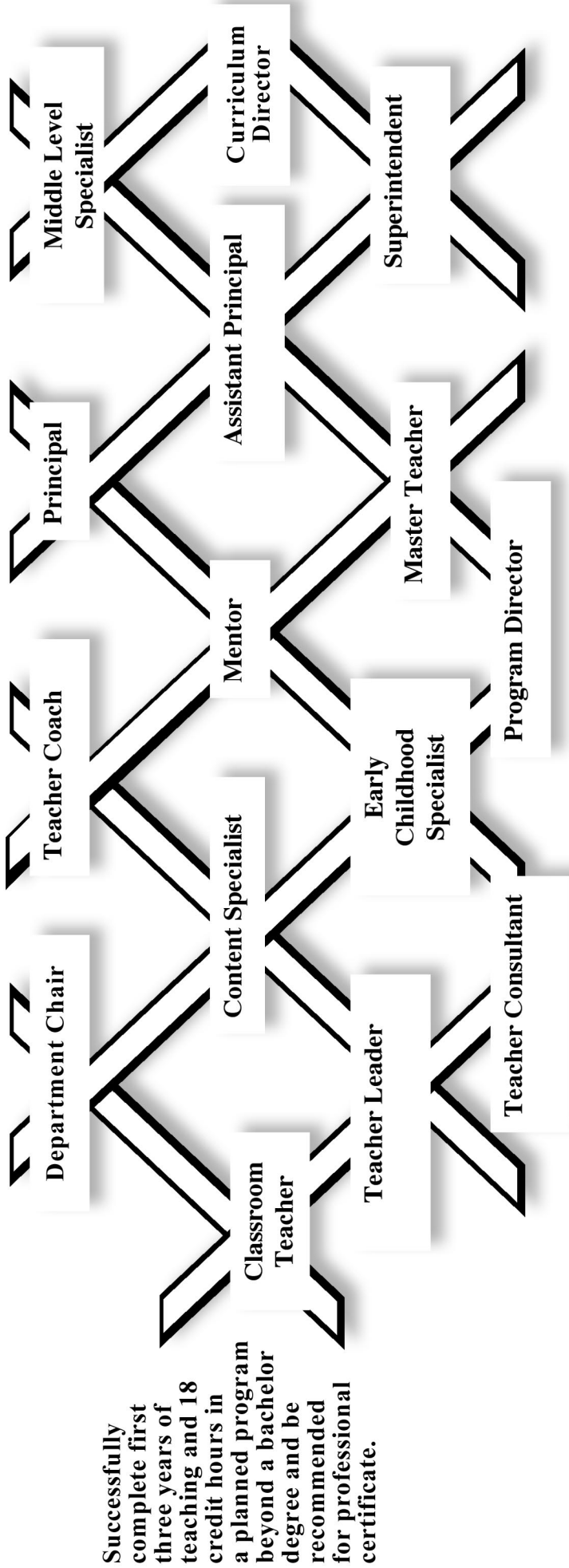
Lattice I



Provisional Certification Period

The beginning teacher utilizes this time under the guidance of an experienced teacher mentor to expand the knowledge and understanding gained during the program preparation experience. Additional professional development and advanced preparation coursework guides the provisionally certified teacher into demonstrating a more developed understanding of the seven Entry Level Standards for Michigan Teachers.

Lattice 2



Educator's Professional Career Lattice

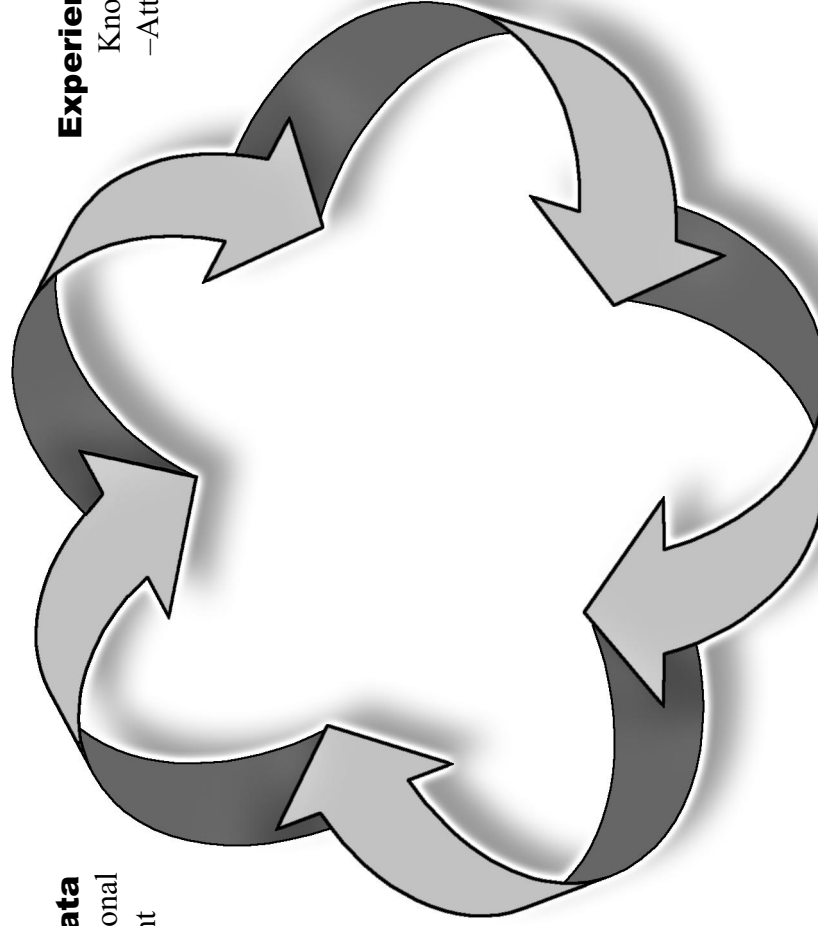
Multiple possibilities exist for leadership experiences during an educator's career. The path of an educator doesn't need to be linear or move the quality educator further away from direct contact with students and classroom experiences. Rather, the professional responsibilities of a quality educator may allow for a variety of roles and connections with students and classroom duties over time.

Professional Development Reflection Cycle

Evidence-Based Selection of Professional Development

Classroom-based assessment
School Improvement- MEAP-
Community Response

Evaluate Data
Adjust Professional
Development



Experience Information

Knowledge -Skills
–Attitudes- Beliefs

Reflect and Adjust Application

Substantive Collegial
Study Groups

Apply Information

Substantive Collegial Study Groups
Teaching and Learning Assessments

Evaluate New Data

Adjust and Support Teaching
and Learning Continuum for
Professional Growth

Entry-Level Standards for Michigan Teachers and Related Proficiencies

Entry-Level Standards for Michigan Teachers (ELSMT) were originally adopted by the State Board of Education in August 1993. As you may know, these standards are aligned with entry-level teaching standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). In 1998, the ELSMT were amended to include a seventh standard in technology. In 2002 the ELSMT were again revised and adopted to reflect changes brought forth by the State Board of Education special task force, Embracing the Information Age Task Force, the Professional Standards Commission for Teachers recommendations, and alignment with the International Society for Technology in Education (ISTE) new National Educational Technology Standards for Teachers (NETS-T) to assure that candidates prepared by Michigan teacher preparation institutions will have the essential skills to use technology to assist instruction and to carry out other responsibilities.



Entry-Level Standards for Michigan Teachers and Related Proficiencies

Upon completion of an approved teacher preparation program in Michigan, a person recommended for the Michigan Provisional Certificate should have:

- 1 An understanding and appreciation of the liberal arts (the humanities, the social sciences, the mathematical and natural sciences, and the arts):**
 - a. The abilities and skills necessary for effective communication (listening, speaking, writing, reading, and visually representing);
 - b. A knowledge and appreciation of free inquiry in the humanities, the social sciences, the mathematical and natural sciences, and the visual and performing arts;
 - c. A knowledge of the interdependence of the liberal arts and the ability to integrate knowledge from the liberal arts to analyze, synthesize, and reflect upon ideas, information, and data;
 - d. The ability to discuss and debate the value of education in a free and pluralistic society, particularly the role of intellectual and ethical values;
 - e. An understanding of global and international perspectives;
 - f. An understanding of and respect for individual differences, including those of culture, race, gender, religion, and ethnicity, as well as humankind's shared heritage and environment;
 - g. An ability to understand and respect varying points in view and the influence of one's own and others' ethics and values;
 - h. An understanding of the impact of technology and its use for gathering and communicating ideas and information;
 - i. An understanding of the Constitutions and histories of the United States and Michigan;
 - j. An understanding of the market system for allocating resources;
 - k. An understanding of and respect for the role of the individual in a free society, including the importance of individual responsibility and respect for individual rights and values; and
 - l. An understanding of the similarities within our culture and their importance to the fabric of American society.



2 A commitment to student learning and achievement, including the understanding and ability to:

- a. Apply knowledge of human growth, development, and learning theory;
- b. Expand cognitive, affective, physical, and social capacities of students for the development of the “whole person”;
- c. Discern the extent to which personal belief systems and values may affect the instructional process, e.g., love of learning; the belief that all students can learn; the belief that all students should be treated equitably; the role of expectations in affecting achievement;
- d. Demonstrate appropriate classroom management and disciplinary techniques to ensure a safe and orderly environment which is conducive to learning;
- e. Plan instruction to accommodate diversity, e.g., cultural, racial, and social diversity;
- f. Plan instruction to accommodate various backgrounds of students;
- g. Use multiple approaches to appropriately assess student abilities and needs to plan instruction;
- h. Create inclusionary environments for students with exceptional needs and abilities; and
- i. Use various kinds of literacy to promote access to knowledge, e.g., numeracy, graphics, printed text, computers, artistic expression, and electronic media.



3 Knowledge of subject matter and pedagogy, including the understanding and ability to:

- a. Create learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and allow for substantive conversation with the teacher and/or peers about subject matter;
- b. Help students access and use information, technology, and other resources to become independent learners and problem solvers;
- c. Use high expectations for optimal achievement to foster excellence in all students;
- d. Practice teaching as both an art and a science;
- e. Integrate and transfer knowledge across subject areas and encourage the same among students;
- f. Engage students in practical activities that demonstrate the relevance, purpose, and function of subject matter to make connections to the world beyond the classroom; and
- g. Access and use updated information and procedures.



4 The ability to manage and monitor student learning, based on best practice, including the understanding and ability to:

- a. Plan and use different cognitive, affective, and psychomotor strategies to maximize learning and to accommodate differences in the backgrounds, learning styles, disabilities, aptitudes, interests, levels of maturity, and achievement of students;
- b. Use a variety of teaching methodologies and techniques, e.g., lectures, demonstrations, group discussions, cooperative learning, small-group activities, and how to assess one's effectiveness in utilizing them;
- c. Involve and work effectively with all support personnel to maximize opportunities for student achievement and success;
- d. Involve and work effectively with parents and/or guardians to maximize opportunities for student achievement and success;
- e. Differentiate between assessment and evaluation procedures and use appropriate procedures; and
- f. Define and accept the legal and ethical responsibilities of teaching, e.g., student retention, corporal punishment, truancy, child abuse, managing conflict, first aid, least restrictive environment, health, and communicable disease.



- 5 The ability to systematically organize teaching practices and learn from experiences, including the understanding and ability to:**
- a. Identify and use current research in both the subject field and in other areas of practice in the profession;
 - b. Exercise good judgment in planning and managing time and other resources to attain goals and objectives;
 - c. Maximize the use of instructional time by engaging students in meaningful learning experiences;
 - d. Demonstrate an understanding of the economic, social, political, legal, and organizational foundations and functions of schools;
 - e. Accept teaching as a lifelong learning process and continue efforts to develop and improve;
 - f. Interact successfully with other teachers, parents, students, administrators, counselors, and other support personnel to benefit students and to advance one's own professional development;
 - g. Discuss and debate the evolution of education and the teacher's role in a changing society; and
 - h. Engage in meaningful self-evaluation and reflect on the professional practice of colleagues.



- 6** **Commitment and willingness to participate in learning communities, including the understanding and ability to:**
- a. Use community and home resources to enhance school programs;
 - b. Design learning activities that involve representatives of volunteer groups, civic and social organizations, and public services agencies;
 - c. Demonstrate knowledge of the various communities in which the teacher is a member, including the professional community and local, state, national, and international communities;
 - d. Involve professional educators, support personnel, and other stakeholders in collaborative and cooperative planning, decision-making and implementation, to improve educational systems at all levels; and
 - e. Interact with parents to maximize the learning of students at school, home, and in the local community.



- 7 An ability to use information age learning and technology operations and concepts to enhance learning and personal/professional productivity, including the understanding and ability to:**
- a. Demonstrate an understanding of, and continued growth in, information age learning and technology operations and concepts;
 - b. Plan and design effective technology-enhanced learning environments and experiences aligned with the State Board's policy on learning expectations for Michigan students and the Michigan Curriculum Framework for all students;
 - c. Implement curriculum plans that include technology-enhanced methods and strategies to maximize student learning;
 - d. Apply technology to facilitate a variety of effective assessment and evaluation strategies;
 - e. Use technology to enhance professional development, practice, and productivity; and
 - f. Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools and apply that understanding in practice.
-



Teacher Induction and Mentoring Standards

In 1993, the Michigan Legislature, in Section 1526 of PA 335, mandated the New Teacher Induction/Teacher Mentoring Program.

Section 1526 states: *“For the first 3 years of his or her employment in classroom teaching, a teacher shall be assigned by the school in which he or she teaches to 1 or more master teachers, or college professors or retired master teachers, who shall act as a mentor or mentors to the teacher. During the 3-year period, the teacher shall also receive intensive professional development induction into teaching, based on a professional development plan that is consistent with the requirements of Section 3a of article II of Act No. 4 of the Public Acts of the Extra Session of 1937, being Section 38.83a of the Michigan Compiled Laws, including classroom management and instructional delivery. During the 3-year period, the intensive professional development induction into teaching shall consist of at least 15 days of professional development, the experiencing of effective practices in university-linked professional development schools, and regional seminars conducted by master teachers and other mentors.”*

In 1994, the Michigan Department of Education began publishing supporting information to meet the needs of local school districts as they implemented this mandate. It soon became evident that a framework for developing teacher induction and mentoring programs was needed to ensure a strong teaching force and to limit the revolving door effect with new teacher employment.

In 2000, a working conference was convened and continued through the spring of 2001 to develop draft standards and benchmarks for the Teacher Induction and Mentoring Programs. The draft standards were disseminated to stakeholders across Michigan, including the Michigan Education Association, Michigan Association of School Administrators, Michigan Association of School Boards, Michigan Association of Colleges for Teacher Education, Michigan Association of Teacher Educators, Directors and Representatives of Teacher Education Programs, Michigan Federation of Teachers and School Related Personnel, Michigan Association of Nonpublic Schools, and to other professional organizations. Based on the feedback from members of these associations, a revised draft was created.



In the spring of 2003, educators were invited to attend an informational session presenting the Framework for Professional Development at one of eight regional sites across the state to receive updates on the Professional Development Vision and Standards as well as the revised Teacher Induction and Mentoring Program Standards. A notice of the revision and a request for responses were sent to all Michigan teacher preparation institutions, selected educational and professional organizations, all intermediate school districts, and a random sample of local school districts for review and comment. The responses from these informal reviews provided the impetus for revision and refinement of both sets of standards. A formal review period began in August for the Teacher Induction and Mentoring Program Standards. Based on the responses from over two hundred reviewers attending the regional meetings and the formal review responses, the standards received overwhelming positive support.

The proposal was reviewed on November 6, 2003, by the Board-appointed Professional Standards Commission for Teachers and is recommended for adoption by the State Board of Education.

The Teacher Induction and Mentoring Program Standards were approved by the State Board of Education on January 13, 2004. They have been disseminated to Michigan districts and educators to guide their choices and shape the design of teacher induction and mentoring programs and professional practices to ensure that during the induction period, new teachers will receive the support necessary to provide a consistent, well informed, and effective teaching force for Michigan students.



Teacher Induction and Mentoring Standards

Standard 1: The teacher induction and mentor program is designed and implemented to specifically meet local and state standards for teaching and learning.

The Teacher Induction and Mentoring Program:

- Provides a clearly stated vision, mission, and set of purposes and goals;
- Articulates a selection criteria and support process for mentor teachers;
- Connects the teacher induction and mentor program as adopted by a representative group of stakeholders with identified local context reflected in the school setting;
- Identifies the roles and responsibilities of participants and stakeholders;
- Focuses on assistance and support of the new teacher;
- Articulates a program that is a multi-year effort and part of a continuum of learning;
- Builds on a vision and philosophy of teacher growth and development that addresses unique teacher needs and learning styles; and
- Focuses on the teaching and learning standards as reflected in Michigan's documents.

Standard 2: Professional development opportunities for new teachers and mentors meet quality professional development standards.

The Teacher Induction and Mentoring Program:

- Focuses teacher's learning toward and supports student learning;
- Offers a variety of effective professional development strategies used to meet a teacher's continuous learning cycle;
- Demonstrates a connection to best teaching and learning practice and research on effective teacher induction and mentoring including a developmental approach to the coaching and supervision of teachers; and
- Provides an Individual Professional Development Plan through a coordinated record-keeping and accountability system.



Standard 3:

Administrative policy is explicit in providing time, equity of responsibility, and personnel to design, implement, and maintain the local teacher induction and mentor program.

The Teacher Induction and Mentoring Program:

- Implements essential and effective policy and practice at the building and district level to support mentor and induction programs;
- Provides oversight of adequate time, equitable responsibility and experienced personnel at the building level to ensure the success of the mentor program; and
- All policies recognize and respect the confidentiality essential to the mentor/mentee relationship.

Standard 4:

The teacher induction and mentor program is comprised of and functions through a well-informed community of learners.

The Teacher Induction and Mentoring Program:

- Identifies roles, responsibilities, and expectations of all stakeholders;
- Articulates and promotes the benefits of teacher induction and mentor support to all stakeholders;
- Describes a plan for continuous learning, reflection, and dialogue that occurs throughout the learning community; and
- Provides assurance that all interaction between mentor and new teacher is held in confidence.



Standard 5: Cultural proficiency, which means esteeming cultures, knowing how to learn about individual and organizational culture, and interacting effectively in a variety of cultural environments, is a program component.

The Teacher Induction and Mentoring Program:

- Encourages the adaptation of individual's values and behaviors and the organization's policies and practices to acknowledge, accept and respect differences;
- Assesses one's own and the organization's (district, school, classroom) culture; and
- Attends to and manages the dynamics of difference.

Standard 6: Initial and ongoing evaluation of the teacher induction and mentor process is a program component.

The Teacher Induction and Mentoring Program:

- Presents a well-defined evaluation plan inclusive of multiple data types;
- Provides a timeline for preparation and presentation of evaluation reports; and
- Describes the process for gathering, reviewing, and analyzing evaluation data and providing timely program adjustments.



UPDATED VISION AND STANDARDS FOR PROFESSIONAL LEARNING OF MICHIGAN EDUCATORS

Foreword

The State Board of Education recognizes a sense of urgency about the need to provide statewide professional development that will improve student learning in all Michigan schools, with special emphasis on the schools identified as high priority.

The professional development of the last three decades has had very little measured impact on student achievement. It is time to revise professional development in principle and practice, i.e., it must be consistent with the adult learning theory; it must provide opportunities for educators to learn content knowledge and apply new knowledge in their work; and it must encourage educators to use data and to reflect personally and professionally on the results of changes in their practice.

All five of the State Board of Education's Task Force Reports joined the 2001 Elementary and Secondary Education Act in calling for a renewed emphasis on professional development to ensure that all children in Michigan receive education consistent with high standards of instruction. The development of proposed learning communities must result in high levels of learning for each child as called for in each Task Force report.

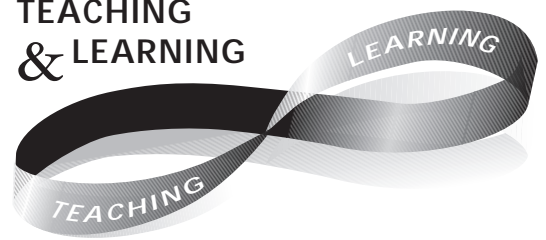
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- Ensuring Early Childhood Literacy
- Integrating Communities and Schools

Researchers William Sanders and Katie Haycock of The Education Trust pointed out in a presentation to Michigan's State Board of Education on June 12 and July 19 of 2001 the very high stakes for rigorous learning experiences for teachers, by naming a child's teacher as the single most important controllable variable in a child's achievement, outranking any economic, ethnic or racial barrier. Current expert thinking also holds that the knowledge and skills of educators will more likely be impacted if professional learning experiences are

- content-based;
- practice-based;
- research or evidence-based; and
- grounded in pedagogical content



The State Board of Education supports continuing the requirement that Michigan schools provide 5 days of professional development for their staff and 15 days of professional development for those new to the profession. The State Board of Education recommends and advocates for the resources to support quality professional development, and supports an increase in resources for the induction period of new teachers. The State Board of Education also approves high standards of program preparation for the pre-service professional development for Michigan educators. In approving the National Staff Development Council's Standards and a new vision of professional learning, the State Board of Education raises the bar for post-graduate professional development for Michigan educators. These standards and this vision will be used as the criteria to drive the professional development policies and practices of the Michigan Department of Education and all Michigan schools. These standards and the updated vision serve to point the way for Michigan educators to choose experiences that sustain their learning beyond one-day and short-term conferences and workshops, to enhance the potential for substantive change in knowledge and skill that will benefit all Michigan students.



Professional Development Through Learning Communities: Ensuring Cultures in Michigan Schools in Which All Learners Learn at High Levels

It is the vision of the Michigan Department of Education that quality professional development results in the improvement of student learning. Quality professional development is characterized by meaningful, collegial dialogue that:

- *Explores current content knowledge, inquiry learning processes, and student thinking.*
- *Contributes to a school culture that promotes learning at high levels for both students and educators.*

Introduction

This document expresses a vision of professional development that extends the vision described in the Michigan Curriculum Framework (1996). It also updates the standards to reflect current understanding of human development and adult learning, and the impact of quality teaching and leadership on student learning. The vision, expectations, and National Staff Development Standards together provide guidance to Michigan school districts as they, in turn, provide professional development for their staff.

Acquiring new information is only the beginning of the learning cycle. The process of learning requires exploration of new information through application, reflection, and assessment of impact and its relevance to student learning. Teaching is the process that facilitates students' acquisition and application of new information and skills. Professional development is the parallel process that facilitates educators' acquisition and application of new information and skills. To impact the operation of schools and student achievement, educators must go beyond simply hearing or reading new information to having discourse with professional colleagues about inquiry and application of new ideas and skills. Their discourse must emphasize the assessment of those ideas and skills on student learning.

The goal of professional development is to help educators (defined as all members of the school environment) acquire or enhance the knowledge, skills, attitudes, and beliefs necessary to create high levels of learning

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Meaningful professional development requires opportunities for personal reflection and conversation among colleagues within a school environment that is dedicated and learning.

for all students (Guskey & Sparks). This vision of professional development shows the importance of applying new ideas after acquiring them from a variety of experiences, including conferences, workshops, mentoring, mentorships, and study groups. It defines professional development in the context of educators learning from and with one another for the purpose of facilitating student learning.

There are many types of professional development for a variety of specific outcomes related to teaching and learning. There is no single type that answers the needs of all educators. Meaningful professional development requires opportunities for personal reflection and conversation among colleagues within a school environment that is dedicated and learning. A learning community is a school environment where all stakeholders study teaching and learning through analysis of data about student learning and research, engagement in collegial conversation, and application of proven practice.



Expectations of Quality Professional Learning

- Educators improve their practice throughout their careers.
- Educators focus their professional development on issues of improving student learning.
- Educators analyze data about teaching practices and student learning in order to make choices about professional development.
- Educators analyze student learning data to evaluate the effectiveness of professional development.
- Educators learn through study, reflection, and collegial conversation.
- Educators benefit from professional development that occurs as a part of the work-day and how it relates to the work they do.
- Educators who participate in learning communities study the learning process together - their own and that of their students.
- Educators must rethink the ways in which time and resources are used for professional development.
- Educators in administrative roles and those new to the profession have unique professional development needs.
- Professional development is a balance between the needs of individual educators and the needs of district leadership who hold the vision for the whole school system.

Learning communities are guided by data on student learning, research on improved teaching and leadership practices, and state and national curricula standards that indicate what students know and should be able to do.

Executive Summary

Members of the school environment learn from one another about how to effectively facilitate student learning. They learn by acquiring new information and by applying it to their work. They learn from one another by sharing ideas about the work they do and talking about which factors have a positive impact on student learning and which do not. They use current research about teaching and learning to study together through meaningful conversation, application of new ideas and reflection in groups of trusted colleagues. These groups of colleagues are called learning communities. Learning communities are guided by data on student learning, research on improved teaching and leadership practices, and state and national curricula standards that indicate what students know and should be able to do. Educators who learn together in learning communities contribute to a school culture in which all learners learn at high levels.



National Staff Development Council Standards of Staff Development

These standards were revised in 2001 to reflect current understanding of human development and adult learning. They remain in the three categories (context, process and content) in which they were divided in 1996, and are found in the earlier professional development section of the *Michigan Curriculum Framework*.

Context Standards

LEARNING COMMUNITIES: Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

LEADERSHIP: Staff development that improves the learning of all students requires skillful schools and district leaders who guide continuous instructional improvement.

RESOURCES: Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

Process Standards

DATA-DRIVEN: Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

EVALUATION: Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

RESEARCH-BASED: Staff development that improves the learning of all students prepares educators to apply research to decision-making.

DESIGN: Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

LEARNING: Staff development that improves the learning of all students applies knowledge about human learning and change.

COLLABORATION: Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

Content Standards

EQUITY: Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.

QUALITY TEACHING: Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies (to assist students in meeting rigorous academic standards), and prepares them to use various types of classroom assessments appropriately.

FAMILY INVOLVEMENT: Staff development that improves the learning of all students provides educators with the knowledge and skills to involve families and other stakeholders appropriately.



Standards for the Preparation of School Principals

The State Board of Education received the report of the Elevating Educational Leadership Advisory Panel on August 28, 2003, recommending that certification of school principals be reinstated. In response, the State Board of Education passed a motion to have the Office of Professional Preparation Services complete the process of developing standards for principal preparation programs based on the Interstate School Leaders Licensure Consortium (ISLLC) by January 2004.

Through initial committee work and formal review, input was gathered from Michigan K-12 districts, professional educational organizations, and institutions of higher education between September and November 2003 in order to draft a set of standards to guide the development of programs to prepare school principals. All input was processed by the Principal Preparation Standards Development Committee to produce the standards presented in this document.

The following eight standards are designed to prepare school principals to serve the outcome of increased student achievement.

The Levels of Proficiency are:

- A = Awareness:** Possesses general knowledge of
- B = Basic:** Ability to understand and apply
- C = Comprehensive:** High level of understanding, applying and reflecting

No.	Guideline/Standard	Level of Proficiency
1.0	A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. Administrator preparation institutions provide candidates opportunities to develop and demonstrate:	
Knowledge – The administrator has knowledge and understanding of:		
1.1	Learning goals in a pluralistic society;	A
1.2	Learning contexts with special attention to the enduring legacies of prejudice and discrimination;	C
1.3	The principles of developing and implementing strategic plans;	C
1.4	Systems theory;	A
1.5	Information sources, data collection, and data analysis strategies;	C
1.6	Effective communication; and	C
1.7	Effective consensus-building and negotiation skills.	C
Dispositions – The administrator believes in, values, and is committed to:		
1.8	The educability of all students, regardless of race, ethnicity, socioeconomic status, gender, sexual orientation, ability, language, religion, or nationality;	C
1.9	A school vision of high standards of learning, paying special attention to gaps in achievement by social identity groups;	C
1.10	Continuous school improvement;	C
1.11	The inclusion of all members of the school community;	C
1.12	Ensuring that students have the knowledge, skills, and values needed to become successful adults;	C
1.13	A willingness to continuously examine one’s own assumptions, beliefs, and practices; and	C
1.14	Doing the work required for high levels of personal and organizational performance.	C



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No.	Guideline/Standard	Level of Proficiency
Performances – The administrator facilitates processes and engages in activities ensuring that:		
1.15	The vision and mission of the school are effectively communicated to staff, parents, students, and community members;	C
1.16	The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities;	B
1.17	The core beliefs of the school vision are modeled for all stakeholders;	C
1.18	The vision is developed with and among stakeholders;	C
1.19	The contributions of school community members to the realization of the vision are recognized and celebrated;	B
1.20	Progress toward the vision and mission is communicated to all stakeholders;	C
1.21	The school community is involved in school improvement efforts;	C
1.22	The vision shapes the educational programs, plans, and actions;	C
1.23	An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated;	C
1.24	Assessment data related to student learning are used to develop the school vision and goals;	C
1.25	Relevant demographic data pertaining to students and their families are used in developing the school mission and goals;	C
1.26	Barriers to achieving the vision are identified, clarified, and addressed;	C
1.27	Needed resources are sought and obtained to support the implementation of the school mission and goals;	B
1.28	Existing resources are used ethically in support of the school vision and goals; and	C
1.29	The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.	C



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No.	Guideline/Standard	Level of Proficiency
2.0	A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Administrator preparation institutions provide candidates opportunities to develop and demonstrate:	
Knowledge – The administrator has knowledge and understanding of:		
2.1	Student growth and development;	B
2.2	Applied learning theories;	B
2.3	Applied motivational theories;	B
2.4	Curriculum design, implementation, evaluation, and refinement;	B
2.5	Principles of effective instruction;	C
2.6	Measurement, evaluation, and assessment strategies;	C
2.7	Diversity and its meaning for educational programs;	C
2.8	Adult learning and professional development models;	C
2.9	The change process for systems, organizations, and individuals;	C
2.10	The role of technology in promoting student learning and professional growth; and	C
2.11	School cultures.	C
Dispositions – The administrator believes in, values, and is committed to:		
2.12	Student learning as the fundamental purpose of schooling;	C
2.13	The proposition that all students can learn;	C
2.14	The variety of ways in which students can learn;	C
2.15	Life long learning for self and others;	C
2.16	Professional development as an integral part of school improvement;	C
2.17	The benefits that diversity brings to the school community;	C
2.18	A safe and supportive learning environment;	C
2.19	Preparing students to be contributing and caring members of society; and	C
2.20	Strategies to ensure that diverse families are included in the learning community.	C



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No.	Guideline/Standard	Level of Proficiency
Performances – The administrator facilitates processes and engages in activities ensuring that:		
2.21	All individuals are treated with fairness, dignity, and respect;	C
2.22	Professional development promotes a focus on student learning consistent with the school vision and goals;	C
2.23	Students and staff feel valued and important;	C
2.24	The responsibilities and contributions of each individual are acknowledged;	C
2.25	Barriers to student learning are identified, clarified, and addressed;	C
2.26	Diversity is represented in learning experiences;	C
2.27	Life long learning is encouraged and modeled;	C
2.28	There is a culture of high expectations for self, student, and staff performance;	C
2.29	Technologies are used in teaching and learning;	B
2.30	Student and staff accomplishments are recognized and celebrated;	C
2.31	Multiple opportunities to learn are available to all students;	C
2.32	The school is organized and aligned for success;	C
2.33	Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined;	B
2.34	Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies;	C
2.35	The school culture and climate are assessed on a regular basis;	C
2.36	A variety of sources of information is used to make decisions;	C
2.37	Student learning is assessed using a variety of techniques;	C
2.38	Multiple sources of information regarding performance are used by staff and students;	B
2.39	A variety of supervisory and evaluation models is employed;	C
2.40	Pupil personnel programs are developed to meet the needs of students and their families; and	B
2.41	The professional growth of members of the professional learning community is guided by comprehensive growth plans.	B



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No.	Guideline/Standard	Level of Proficiency
3.0	A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Administrator preparation institutions provide candidates opportunities to develop and demonstrate:	
Knowledge – The administrator has knowledge and understanding of:		
3.1	Theories and models of organizations and the principles of organizational development;	B
3.2	Operational procedures at the school and district level;	B
3.3	Principles and issues relating to school safety and security;	B
3.4	Human resources management and development;	B
3.5	Principles and issues relating to fiscal operations of school management;	B
3.6	Principles and issues relating to school facilities and use of space;	C
3.7	Legal issues impacting school operations; and	B
3.8	Current technologies that support management functions.	B
Dispositions – The administrator believes in, values, and is committed to:		
3.9	Making management decisions to enhance learning and teaching;	C
3.10	Taking risks to improve schools;	C
3.11	Trusting people and their judgments;	C
3.12	Accepting responsibility;	C
3.13	High-quality standards, expectations, and performances;	C
3.14	Involving stakeholders in management processes; and	B
3.15	A safe environment.	C
Performances – The administrator facilitates, processes, and engages in activities ensuring that:		
3.16	Knowledge of learning, teaching, and student development is used to inform management decisions;	C
3.17	Operational procedures are designed and managed to maximize opportunities for successful learning;	C



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No.	Guideline/Standard	Level of Proficiency
3.18	Emerging trends are recognized, studied, and applied as appropriate;	B
3.19	Operational plans and procedures to achieve the vision and goals of the school are in place;	C
3.20	Collective bargaining and other contractual agreements related to the school are effectively managed;	B
3.21	The school plan, equipment, and support systems operate safely, efficiently, and effectively;	B
3.22	Time is managed to maximize attainment of organizational goals;	B
3.23	Potential problems and opportunities are identified;	C
3.24	Problems are confronted and resolved in a timely manner;	C
3.25	Financial, human, and material resources are aligned to the goals of schools;	C
3.26	The school acts as an entrepreneur to support continuous improvement;	B
3.27	Organizational systems are regularly monitored and modified as needed;	B
3.28	Stakeholders are involved in decisions affecting schools;	C
3.29	Responsibility is shared to maximize ownership and accountability;	C
3.30	Effective problem-framing and problem-solving skills are used;	C
3.31	Effective conflict resolution skills are used;	C
3.32	Effective group-process and consensus-building skills are used;	C
3.33	Effective and ethical communication skills are used;	C
3.34	There is effective use of technology to manage school operations;	B
3.35	Fiscal resources of the school are managed responsibly, efficiently, ethically, and effectively;	C
3.36	A safe, clean, and aesthetically pleasing school environment is created and maintained;	C
3.37	Human resource functions support the attainment of school goals; and	C
3.38	Confidentiality and privacy of school records are maintained.	C



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No.	Guideline/Standard	Level of Proficiency
4.0	<p>A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>Administrator preparation institutions provide candidates opportunities to develop and demonstrate:</p>	
Knowledge – The administrator has knowledge and understanding of:		
4.1	Emerging issues and trends that potentially impact the school community;	C
4.2	The conditions and dynamics of the diverse school community;	C
4.3	Community resources;	B
4.4	Community relations and marketing strategies and processes; and	B
4.5	Successful models of school, family, business, community, government, and higher education partnerships.	A
Dispositions – The administrator believes in, values and is committed to:		
4.6	Schools operating as an integral part of the larger community;	B
4.7	Collaboration and communication with families;	C
4.8	Involvement of families and other stakeholders in school decision-making processes;	C
4.9	The proposition that diversity enriches the school;	C
4.10	Families as partners in the education of their children;	C
4.11	The proposition that families have the best interest of their children in mind;	C
4.12	Resources of the family and community needing to be brought to bear on the education of students; and	B
4.13	An informed public.	B
Performances – The administrator facilitates processes and engages in activities ensuring that:		
4.14	High visibility, active involvement, and communication with the larger community is a priority;	C
4.15	Relationships with community leaders are identified and nurtured;	B



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No.	Guideline/Standard	Level of Proficiency
4.16	Information about family and community concerns, expectations, and needs is used regularly;	C
4.17	There is outreach to different business, community, political, and service agencies and faith-based organizations;	B
4.18	Credence is given to individuals and groups whose values and opinions may conflict;	C
4.19	The school and community serve one another as resources;	C
4.20	Available community resources are secured to help the school solve problems and achieve goals;	B
4.21	Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen program and support school goals;	B
4.22	Community youth family services are integrated with school programs;	B
4.23	Community stakeholders are treated equitably;	C
4.24	Diversity is recognized and valued;	C
4.25	Effective media relations are developed and maintained;	C
4.26	A comprehensive program of community relations is established;	C
4.27	Public resources and funds are used appropriately and wisely;	C
4.28	Community collaboration is modeled for staff; and	B
4.29	Opportunities for staff to develop collaborative skills are provided.	C



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No.	Guideline/Standard	Level of Proficiency
5.0	A school administrator is an educational leader who promotes the success of the students by acting with integrity, fairness, and in an ethical manner. Administrator preparation institutions provide candidates opportunities to develop and demonstrate:	
Knowledge – The administrator has knowledge and understanding of:		
5.1	The purpose of education and the role of leadership in modern society;	C
5.2	Various ethical frameworks and perspectives on ethics;	B
5.3	The values of the diverse school community;	C
5.4	Professional code of ethics; and	C
5.5	The philosophy and history of education.	A
Dispositions – The administrator believes in, values, and is committed to		
5.6	The ideal of the common good;	A
5.7	The principles of the Bill of Rights;	C
5.8	The right of every student to a free, quality education;	C
5.9	Bringing ethical principles to the decision-making process;	C
5.10	Subordinating one’s personal interests to the good of the school, students, and community;	C
5.11	Accepting the consequences for upholding one’s principles and actions;	C
5.12	Using the influence of one’s office constructively and productively in the service of all students and their families; and	C
5.13	Development of a caring school community.	C
Performances – The administrator facilitates processes and engages in activities ensuring that:		
5.14	Personal and professional values are examined;	C
5.15	Demonstrates a personal and professional code of ethics;	C
5.16	Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance;	C



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No.	Guideline/Standard	Level of Proficiency
5.17	Serves as a positive role model;	C
5.18	Accepts responsibility for school operations;	C
5.19	Considers the impact of one's administrative practices on others;	C
5.20	Uses the influence of the office to enhance the educational program rather than for personal gain;	C
5.21	Treats people fairly, equitably, and with dignity and respect;	C
5.22	Protects the rights and confidentiality of students and staff;	C
5.23	Demonstrates the appreciation of and sensitivity to the diversity in the school community;	C
5.24	Recognizes and respects the legitimate authority of others;	C
5.25	Examines and considers the prevailing values of the diverse school community;	C
5.26	Expects that others in the school community will demonstrate integrity and exercise ethical behavior;	C
5.27	Opens the school to public scrutiny;	C
5.28	Fulfills legal and contractual obligations; and	C
5.29	Applies laws and procedures fairly, wisely, and considerately.	C



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No.	Guideline/Standard	Level of Proficiency
6.0	<p>A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p> <p>Administrator preparation institutions provide candidates opportunities to develop and demonstrate:</p>	
Knowledge – The administrator has knowledge and understanding of:		
6.1	Principles of representative governance that undergird the system of American schools;	A
6.2	The role of public education in developing and renewing a democratic society;	C
6.3	The law as related to education and schooling;	C
6.4	The political, social, cultural and economic systems and processes that impact schools;	B
6.5	Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling;	B
6.6	Global issues and forces affecting teaching and learning;	B
6.7	The dynamics of policy development and advocacy under our democratic political system; and	B
6.8	The importance of diversity and equity in a democratic society.	C
Dispositions – The administrator believes in, values, and is committed to:		
6.9	Education as a key to opportunity and social mobility;	C
6.10	Recognizing a variety of ideas, values, and cultures;	C
6.11	Importance of a continuing dialogue with other decision-makers affecting education;	C
6.12	Actively participating in the political and policy-making context in the service of education; and	B
6.13	Using legal systems to protect student rights and improve student opportunities.	B



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No.	Guideline/Standard	Level of Proficiency
Performances – The administrator facilitates processes and engages in activities ensuring that:		
6.14	The environment in which schools operate is influenced on behalf of students and their families;	C
6.15	Communication occurs among the school community concerning trends, issues, and potential changes in the environment in which school operates;	C
6.16	There is ongoing dialogue with representatives of diverse community groups;	C
6.17	The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities;	C
6.18	Public policy is shaped to provide quality education for all students; and	C
6.19	Lines of communication are developed with decision-makers outside the school community.	B



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No.	Guideline/Standard	Level of Proficiency
7.0	<p>Standard 7 was originally produced as a project of the Technology Standards for School Administrator (TSSA) Collaborative, November 2001.</p> <p>A school administrator is an educational leader who understands and comprehensively applies technology to advance student achievement.</p> <p>Administrator preparation institutions provide candidates opportunities to develop and demonstrate the knowledge and skills necessary to:</p> <p>Leadership and Vision – Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.</p>	
7.1	Facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision;	B
7.2	Maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision;	B
7.3	Foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology;	B
7.4	Use reliable data in making leadership decisions;	C
7.5	Advocate for research-based effective practices in use of technology; and	C
7.6	Advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.	B
	Learning and Teaching – Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.	
7.7	Identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement;	C
7.8	Facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning;	C
7.9	Provide for learner-centered environments that use technology to meet the individual and diverse needs of learners;	C



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No.	Guideline/Standard	Level of Proficiency
7.10	Facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills; and	C
7.11	Provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.	C
Productivity and Professional Practice – Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.		
7.12	Model the routine, intentional, and effective use of technology;	C
7.13	Employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community;	C
7.14	Create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity;	C
7.15	Engage in sustained, job-related professional learning using technology resources;	B
7.16	Maintain awareness of emerging technologies and their potential uses in education; and	B
7.17	Use technology to advance organization improvement.	B
Support, Management, and Operations – Educational leaders ensure the integration of technology to support productive systems for learning and administration.		
7.18	Develop, implement, and monitor policies and guidelines to ensure compatibility of technologies;	B
7.19	Implement and use integrated technology-based management and operations systems;	B
7.20	Allocate financial and human resources to ensure complete and sustained implementation of the technology plan;	B
7.21	Integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources; and	B
7.22	Implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.	B



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No.	Guideline/Standard	Level of Proficiency
Assessment and Evaluation – Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.		
7.23	Use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity;	B
7.24	Use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning;	C
7.25	Assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions; and	B
7.26	Use technology to assess, evaluate, and manage administrative and operational systems.	B
7.27	Ensure equity of access to technology resources that enable and empower all learners and educators;	C
7.28	Identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology;	C
7.29	Promote and enforce privacy, security, and online safety related to the use of technology;	C
7.30	Promote and enforce environmentally safe and healthy practices in the use of technology; and	C
7.31	Participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.	B
8.0	<p>A school administrator is an educational leader who synthesizes and applies knowledge and best practices and develops skills through substantial, sustained, standards-based work in real settings to advance student achievement.</p> <p>Administrator preparation institutions provide candidates an internship or substantial field experiences with opportunities to develop and demonstrate skills and knowledge of Standards 1 – 7.</p>	

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